

**A STUDY ON TEACHER'S LESSON PLAN IN SMPIT NURHIDAYAH, SURAKARTA  
VIEWED FROM SCHOOL LEVEL – BASED CURRICULUM PERSPECTIVE**



**RESEARCH PAPER**

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by

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Curriculum is as a big plan of learning. It is a kind of educational program in order to help the process of learning. It consists of content and material of learning. Curriculum consists of a number of competencies. The competencies contain some abilities that must be achieved or mastered by the students.

Curriculum has a central function in the process of education. Curriculum directs each and every activity in education to achieve the goal of it. Olivia (1994) in Susilo (2007: 80) says that:

“Curriculum is that which is taught in school, is a set of subject, is content, is a program of studies, is a set of materials, is a course of study, is a sequence of courses, is a set of performance objective, is everything that goes on within the school, including extra class activities, guidance, and interpersonal relationships, is that which is taught both inside and outside of school personal, is a series of experiences undergone by learners in school and is that which an individual learner experiences as a result of schooling”

School Level – based Curriculum in *Standar Nasional Pendidikan (SNP Pasal 1 Ayat 15)* says that School Level - based Curriculum is an operational curriculum designed and done in each unit of education. There are many schools which are placed in different city with different culture, environment, language, so on. Because of this reality, the government designs a curriculum that can be developed in accordance with each school in order to increase the quality of national education.

One of most important variables in education is the quality of the teacher. The existence of the teacher in the process of the teaching and learning is undoubted. Teacher as

the agent of learning who contact directly face to face to the children gives more influences to the pupils. The main job of a teacher related to a curriculum document is writing a lesson plan. Lesson plan is teacher's guide in learning process. It consists of current planning in the direction of estimating what is done in the process of learning.

The lesson plan is very important in learning process because it helps the teacher to think through what he or she wants the student to learn and how the teacher will teach it. A good lesson plan should be based on the curriculum occur to the period. At the present time, School Level – based Curriculum is the curriculum accepted to be applied in the school. Consequently, the lesson plan should be developed based on School Level – based Curriculum.

One of the requirements in lesson plan in School Level – based Curriculum is that English teachers must carry out the classroom activities in the target language. As indicated by Sudiro in <http://www.sudiroiro.wordpress.com/2008/08/14.elt>. He says that:

*“Direktorat Jendeeral Pendidikan Dasar dan Menengah (Dikdasmen) through Pelatihan Terintegrasi Berbasis Kompetensi (PTBK) summarizes the rhetorical of the classroom activities approach as Building Knowledge of the Field (BKoF), Modelling of the text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT)”.*

Most of English teacher in Junior High School teach English only like the simple examples given in some copied documents and some quoted from up grading short courses in the teachers' profession organization such as *MGMP*. Only little in number innovate their teaching styles. Most of English teachers make an elegant breakthrough not to study the theoretical foundation of the curriculum but directly implement the copied syllabus and lesson plan. On the other hand, there are still many teachers who only follow the material organization printed in certain books or other publications like students' worksheets or in Indonesian it called *Lembar Kerja Siswa (LKS)*. In daily context, they do not realize the

invention of competence based curriculum and still indoctrinated by books centered curriculum. For example, the English teacher of SMPIT Nurhidayah only uses one book as the source of the material (*Real Time, published by Erlangga for SMP Grade VII*). She does not try to add the source in order to have innovation in teaching style.

The writer chooses her study in SMPIT Nurhidayah, Surakarta because she assumes that SMPIT is one of schools that balance the both important components; intellectual and spiritual. Intellectually, the school tries to make the pupils have good science, master the other common knowledge and technology. Moreover, it also tries to make the student have good spiritual quotation and good attitude. Thereby, the writer is interested in analyzing one of the components of learning in this school that is the lesson plan.

Based on the background that has been explained above, the researcher conducts a research untitled “*A Study on Teacher’s Lesson Plan in SMPIT Nurhidayah, Surakarta Viewed from School Level – based Curriculum Perspective*”.

## **B. Problem of the Study**

Based on the background above, the writer formulated the problem of the study as whether or not the teachers’ lesson plan meets the requirement of the principles of School Level - based Curriculum development?

## **C. Limitation of the Study**

The writer will only analyze the teacher’s lesson plan of VII year in 2007/2008 academic year for the first semester made by the teacher of SMPIT Nurhidayah, Surakarta.

#### **D. Objective of the Study**

Based on the formulation of the study mentioned above, the objective of this study is to judge whether the design of teacher's lesson plan is suitable with the principles of School Level – based Curriculum or not.

#### **E. Benefit of the Study**

The writer hopes that this research will give some benefits for teaching learning English both in theoretical and practical benefit.

##### **Theoretical Benefit**

Related to this research which is the first paper that analyze teacher's lesson plan, the writer hopes that this research can be used as reference and input for other researcher to conduct research about lesson plan viewed from School Level – based Curriculum.

##### **1. Practical Benefit**

The researcher hopes this research will give the practical benefit for the teacher in order to write appropriate lesson plan in compliance with school level – based curriculum.

#### **F. Research Paper Organization**

To make easier in understanding the point of this research, the writer divides this research paper as follows:

Chapter I deals with Introduction, which consists of Background of the Study, Problem of the Study, Limitation of the Study, Objective of the Study, Benefit of the Study, and Research Paper Organization.

Chapter II deals with Review of Related Literature. It consists of Previous Study, Curriculum, School Level – based Curriculum, Lesson Plan, and The Principles of Lesson Plan based on School Level – based Curriculum.

Chapter III is Research Method. It consists of Type of the Research, Object of the Research, Data and Data Source, Method of Collecting Data, and Technique for Analyzing Data.

Chapter IV is Research Finding and Discussion. It consists of Data Display, Data Analysis, and Result Discussion.

Chapter V is conclusion and suggestion.